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ABSTRACT

A lesson plan may be defined as a systematic design for the development, implementation, and evaluation of instruction. It is a rehearsal for delivering effective instruction in that it provides the teacher the opportunity to anticipate instructional and learning needs and make plans to address them before stepping in front of the students. This paper outlines the components of lesson design, and defines the following terms: student objective, initiation/set, procedures or activities, closure, evaluation, and list of materials. The paper includes a table (Table 1) showing the components of lesson design. It also includes another table (Table 2) which consists of a lesson plan worksheet and a third table which outlines the components of lesson design. Also contains a sample chart for lesson analysis. (NKA)

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Lesson Planning & Analysis
Including Analysis of Implementation & Samples of Student Work

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January, 2002

Lesson Design: Introduction

Have you considered what it's like to be a teacher? What do you think you think you will do each day? What will your students do each day? On the face of it, these questions may seem silly. However, what will you do when you are faced with approximately twenty or more students each day for anywhere from an hour to five hours! After all, they are a captive audience and some of them may not appreciate their captivity. They will be a diverse group with various abilities, learning styles and personal needs. Your task is to teach a set curriculum to all of the children, manage the classroom in an orderly fashion, motivate your students, and provide evidence that they are all learning. There are no easy answers to these questions. However, diligent lesson planning will facilitate your success as a teacher.

Please visit these web sites for further information on lesson planning

NCRTEC Lesson Planner at http://www.ncrtec.org/tl/lp (Excellent site for lesson planning for the novice teacher!)
Inquiry Lesson Plan Template at
http://ss.uno.edu/SS/TeachDevel/TeachMethods/InquiryLpTemplate.html
WebQuest Lesson Plan Template at
http://www.lakelandschools.org/EDTECH/webtemplate.htm

Components of Lesson Design: Definition of Terms

A lesson plan may be defined as a systematic design for the development, implement ion, and evaluation of instruction. Therefore, a lesson plan is a rehearsal for delivering effective instruction in that it provides the teacher the opportunity to anticipate instructional and learning needs and make plans to address them before stepping if front of the students. **Table 1** contains the elements of a successful lesson plan.

Table 1. Components of Lesson Design
• **Student Objective**
• **Initiation/Set**
• **Procedures**
• **Closure**
• **Evaluation**
• **Materials**

The **Student Objective** is a specific statement of what the learners will be able to do following instruction. A clearly articulated objective is essential for an effective lesson plan. It is the 'destination' on the road to learning. Neither the teacher nor the students can be certain what was learned, if anything, if the objective is imprecise or unclear. It is important to remember that the objective is student not teacher centered. The objective must be stated in terms of student behavior and address the learning which will take place. Boom's Taxonomy is an easy, novice teacher reference in writing objectives. One final point about objective, one well taught objective is better than three or four that are just touched upon!

The **Initiation/Set** must be relevant to the objective. In addition, it may access or activate and/or build prior knowledge, establish the relevance of the learning to the lives of the students, motivate the students to learn or create an invitation to learning. It has been said that the set should attract students to learning but not distract them from the learning. In general, a set combines motivation, active student participation, and bridging between the new and old learning. However, Madeline Hunter has said that you don't need to bring in an elephant to teach the color 'gray.'

Effective lesson plan **Procedures** or **Activities** are aligned with the objective, build upon each other (if more than one), are bridged (if more than one), appropriately paced, and reflect a developmentally appropriate amount of time for the activities. In designing activities, the teacher must ask herself how will this activity result in the learning which has been articulated in the objective? It is often tempting to create exciting activities for students only to discover upon reflection that they are not facilitating the achievement of the stated objective! In addition, quite often it is necessary to have more than one activity

to achieve an objective. In this situation, the activities must build upon each other and there must be implicit or explicit bridging between the activities. Connections must be obvious to the students even if they are unstated. Finally, activities must be developmentally appropriate for a given group of students and reflect appropriate pacing.

Closure must be relevant to the objective. Although closure can be done by the teacher or the students, it is an opportunity to conduct a last check for understanding therefore it is more effective if done by students. Also, closure may be used to establish a set for subsequent lessons in that it can be a bridge between one day's lesson and the next.

Evaluation must provide evidence that the students have achieved the stated objective or that further work with the objective is required. Evidence may include student work which the teacher has evaluated; checklists which delineated and document expected behavior in support of achievement of the learning; or anecdotal notes document student learning.

A list of **materials** is an opportunity to prepare for implementing the plan and thinking about the 'what ifs' of interaction with children. This is the time to prepare one's materials so that valuable instruction time is not lost in disorganized transitions from one activity to the next. And, your students will appreciate and respect you for your organization. It can be frustrating to have to stop in the middle of an activity because some materials are not readily available. Also, preparation of materials will help the novice teacher check on the appropriateness of the planned activities in that she must consider if her students are developmentally ready and able to interact with the materials she is planning to use instructionally.

Please use the following rubric when planning your lesson. You will recall that the elements of an effective lesson are discussed in Curriculum & Instruction, therefore, this is building on prior knowledge.

Table 2

Lesson Plan Worksheet
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January, 2002

Lesson Elements	Criteria for an Effective Lesson	✓Here As You Address Each Element in Your Plan
Objective	• Stated in terms of student behavior/learning • Address the learning not the activity	
Set/Initiation	• Relevant to the objective • May assess prior knowledge • May activate and/or build prior knowledge • Creative, motivating	
Procedures	• Aligned with the objective • Activities build upon each other (if more than one) • Activities are bridged (if more than one) • Appropriately paced lesson • Developmentally appropriate amount of time	
Closure	• Relevant to the objective • Students active participants	
Evaluation	• Evidence that the students have achieved the stated objective • Evidence that further work with the objectives required	
Materials	• List of materials • Appropriate student artifacts needed to complete activity	

Language Arts Lesson Plan
Including Analysis of Implementation & Samples of Student Work
Evaluation Criteria

Name_____ Date_____

Please reflect upon the lesson you just taught. Using the Lesson Plan Rubric that follows, think and write about how the lesson actually went as opposed to what you had planned. (You may not be able to address everything in the criteria, so don't worry.) You will be required to do frequent self-reflection as a novice teacher in the Connecticut state assessment program. This ability to reflect on a lesson is a hallmark of an effective teacher.

Table 3

Components of Lesson Design	Very Effective	Effective	Not Effective
• **Student Objective** o Stated in terms of student behavior/learning o Addresses the learning not the activity			
• **Initiation/Set** o Relevant to the objective o May assess prior knowledge o May activate and/or build prior knowledge o Creative, motivating			
• **Procedures** o Aligned with the objective o Activities build upon each other (if more than one) o Activities are bridged (if more than one) o Appropriately paced lesson o Developmentally appropriate amount of time			
• **Closure** o Relevant to the objective o Students active participants			
• **Evaluation** o Evidence that the students have achieved the stated objective o Evidence that further work with the objectives required			
• **Materials** o List of materials o Appropriate student artifacts needed to complete the activity			

Table 4

Lesson Analysis	Very Effective	Effective	Not Effective
• **Student Interactions & Reactions** o Discuss the grouping and the rationale for them o Discuss students interactions with each other which facilitated their learning o Discuss student reactions to the activities and you o Refer to samples of student work and lesson plan in the analysis o How did student interactions and reactions validate the 'quality' of your lesson?			
• **Assessment of student learning during lesson** o How do you know that students are achieving the objective not just completing the activity? o Provide evidence of student learning o Be sure to use samples of student work in your analysis			
• **Adjustments to lesson if taught with the same group of students next time** o What would you do differently if you were to teach this lesson to the same students again? o Provide a rationale for your response o Indicate which part of the lesson plan you would change			
• **Extensions of lesson** o Think of real-life applications, variety of responses			
• **Examples of student work in support of analysis** o Must be used in the analysis			
GRADE			